**SVQ Principles of Care**



**Publication details**

Originally published: 30 October 2015

Last updated on: 30 October 2015

**Copyright information**

Creative-Commons: The Scottish Social Services Council is proud to release this free resource under the Creative Commons Attribution-NonCommercial 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA. The SSSC logo is not released under the Creative Commons licence and may not be used.



**Contents**

|  |  |
| --- | --- |
|  | **Page** |
| About this Open Educational Resource (OER) | 3 |
| Introduction | 5 |
| Codes and Standards | 7 |
| Pick ‘n’ Mix | 9 |
| Equality and Diversity | 12 |
| Protecting People | 15 |
| Protecting Wellbeing | 20 |

**About this Open Educational Resource (OER)**

As part of the SSSC’s commitment to open educational practice, we’ve packaged all of the text from our SVQ Principles of Care iPad app into this document and licenced it under Creative Commons to make it easier for you to reuse and adapt the material.

These principles are the keystones upon which care and support practice rests. Workers may have chosen to work in a care and support role because they value people and believe in giving everyone a fair chance. The principles help them to carry out these values as part of their everyday work. This learning resource will help workers to look at Codes of Practice and service standards in more detail as well as exploring personalisation, equality and diversity and protecting people.

You can download the app here:

<http://learningzone.workforcesolutions.sssc.uk.com/course/view.php?id=43>

**How you might use this resource**

Under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License, you are free to:

* **share** - copy and redistribute the material in any medium or format
* **adapt** - remix, transform and build upon the material.

You don’t need to inform us or ask for written permission. You can start using this material to create something right away.

We’d encourage you to take the material in this document and adapt it to make it relevant to where you work by including your organisation’s own policies and guidance. You could then use this to:

* create a presentation, video or podcast
* create a course on your organisation’s learning management system
* build a website
* build your own smartphone or tablet app.

You can find out more about Open Educational Resources from the SSSC and our commitment to open educational practice at <http://learn.sssc.uk.com/oer>.

**Acknowledging the SSSC**

You must give appropriate credit to the SSSC, provide a link to http://learn.sssc.uk.com and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the SSSC endorses you or the resource you create.

The simplest way to do this is to include the following text in your resource:

|  |
| --- |
| This is a work based on Principles of Care by the Scottish Social Services Council – http://learn.sssc.uk.com.  |

For example, you could include the text at the start or end of a video or presentation or on the footer of any document or website. If you create an audio resource, please read out the text at the beginning or end of the recording.

**Non-commercial use**

You may use material in this resource for non-commercial purposes only. A commercial use is one primarily intended for commercial advantage or monetary compensation. However, even as a profit making organisation, you can still use and adapt the material within this resource for the purposes of developing resources to use within your own organisation.

**Introduction**

Welcome to the Principles of Care Learning Resource. These principles are the keystones upon which your care and support practice rests. You may have chosen to work in a care and support role because you value people and believe in giving everyone a fair chance. The principles help you to carry out these values as part of your everyday work. If you adhere to these principles you will meet the expectations of your employers, the Scottish Social Services Council, service users - and,–most importantly, yourself.

Although this learning resource has been designed to enable you to develop knowledge to promote good practice in all your work, you may find it particularly helpful if you are undertaking, or about to undertake a Scottish Vocational Qualification (SVQ) in Social Services and Health. In conjunction with the other apps in this series, it contributes to knowledge that you will require to complete SVQs.

Principles are different from values. Values are personal beliefs about the worth or value of something. Principles bring values to life through practical actions. These principles are set out in the Codes of Practice published by the Scottish Social Services Council and the Care standards produced by the Care Commission. These principles are shared by everyone working in care and support roles.

The first part of this learning resource helps you to look at the Codes and Standards in more detail. The section on Personalisation explores how you can promote choice and individuality. The section on Equality and Diversity builds up your understanding of discrimination and your ability to prevent it from happening.

The section on Protecting People will help you think about your role in protecting children and vulnerable adults. The protecting People Triangle breaks your role down into the three connected tasks of noticing, responding and reporting. You’ll learn about some of the barriers that can prevent the recognition of abuse. You’ll be more able to identify the signs of mistreatment and make an appropriate response. You’ll get some practical resources to assist you to report information effectively. The section finishes with a fictional case study where you can try out your assessment skills in relation to a vulnerable adult.

The last section on Promoting Wellbeing provides a welcome contrast to your protection role. You’ll have the opportunity to consider what well-being means to you and what it means for those you care for and support.

It’s been proven time and again, that the most effective learning we do is learning we apply in the real world as soon as possible. So, in this resource, most of the activities will ask you to carry out tasks in your workplace and discuss the outcomes with your supervisor/assessor/mentor and/or line manager.

We hope you find this resource interesting, challenging and enjoyable. But, above all else, we hope you learn something you didn’t know before you started reading.

**Codes and standards**

There are certain things the Scottish Social Services Council say you should and should not do in your role. This is known as the Code of Practice for employees.

There is also a Code of Practice for your employer. There are also special requirements for care and support services inspected by the Care Inspectorate. These are known as the National Care Standards.

These are the most important codes and standards in care and support. They are equally applicable if you are working with older people in a residential setting, providing home care to adults with disabilities, providing structured play opportunities for young children or acting as a personal assistant to a young person with mental health problems.

**SSSC Code of Practice for Employees**

If you keep to the Code of Practice you will demonstrate the standards of conduct expected of you by employers, colleagues, service users, carers and the public. Your employer is responsible for helping you to follow the Code of Practice and for taking action if you do not.

The code is intended to reflect existing good practice and it is anticipated that workers and employers will recognise in the code the shared standards to which they already aspire. You should find that you already do much of what is expected of you.

Visit <http://www.sssc.uk.com/about-the-sssc#codes-of-practice> for more information on the Code of Practice

**The Code of Practice says you must do six things:**

1. Protect the rights and promote the interests of service users and carers.
2. Strive to establish and maintain the trust and confidence of service users and carers.
3. Promote the independence of service users while protecting them as far as possible from danger or harm.
4. Respect the rights of service users while seeking to ensure that their behaviour does not harm themselves or other people.
5. Uphold public trust and confidence in social services.
6. Be accountable for the quality of their work and take responsibility for maintaining and improving their knowledge and skills.

While the Codes of Practice are addressed to workers and employers the National Standards are addressed to users of services and their carers. They describe what each individual person can expect from the service provider. They focus on the quality of life that the3 person using the service actually experiences.

The Care Inspectorate uses the National Care Standards to inspect the quality of service provided by agencies. If a care home, for example, does not come up to these standards the Care Inspectorate has the power to act. Like the Code of Practice for workers the National Care Standards have 6 main principles. If you and your employer are following your Codes of Practice you should be able to provide the quality of life needed by the service user.

|  |
| --- |
| **Activity**Take a look at the National Care Standards:<http://www.gov.scot/Topics/Health/Support-Social-Care/Regulate/Standards> Imagine that you are living in a care home. What would each of the standards mean to you? When you have completed this activity, discuss it with your supervisor/mentor/line manager. |

Another way in which the Scottish government is promoting better standards of care is through a number of national strategies. These include strategies relating to dementia, carers and autism. The strategies set out the standards of care and support that people can expect. It is important that if you are supporting people living with dementia or autistic spectrum disorders that you become familiar with the relevant strategy. Also, if you work with carers (or are a carer yourself), you should familiarise yourself with the national carers’ strategy.

**Pick ‘n’ Mix**

**Enablement**

Another significant change in how people have been supported is the use of the ‘enablement’ approach (this is also sometimes referred to “re-ablement”). Using this approach, you will enable supported people to take an active rather than passive role in their care by encouraging them to do as much as they can for themselves. This includes supporting people to maintain their involvement is social activities and relationships, such as hobbies and sports. Research has shown that this can help to maintain a good quality of life for supported people and, in turn, reduce the overall support required.

**Why measuring Outcomes is important**

In the past, when evaluating how effective they were meeting the needs of supported people, organisations usually focused on how effectively they managed budgets, and the number of people that were supported (you may hear this referred to as “Outputs”). However, it has been recognised that simply measuring these outputs does not show the impact that services have for individual supported people.

For example, an organisation could decide to change its criteria to enable it to offer personal care to a greater number of service users. On the surface, this might be seen positively, as more people were being supported. However, if you looked at the effects that this had on the supported people, you might see a different picture. There could be an overall reduction in the quality of care and support provided. Another possibility could be that people who had previously not needed support were now offered this, creating dependency rather than enabling people.

For this reason, it has been agreed that measuring the “Outcomes” of care and support give a better indication of how effectively services meet the needs and choices of supported people. It is important to note that measuring outcomes can be more challenging than measuring outputs as you also need to consider subjective aspects such as the quality of life of a supported person. Also, while it would be tempting to only measure outcomes, all services have to work within budgets, so outputs also need to be measured. Therefore, when you are reviewing a service given to individuals, and across the whole organisation, you need to consider both.

**Creating More Choice**

Donaldson’s School in Linlithgow provides education, therapy and care for day and residential pupils who are deaf or have speech and language difficulties. Donaldson’s was recently recognised for its achievements in supporting and promoting healthier eating. Many new initiatives were put in place, including the introduction of exciting new health menus using organic, free range and locally sourced ingredients. The result was a staggering 80 per cent increase in the uptake of school meals and the involvement of pupils, staff and parents in keeping the momentum alive.

The school involves pupils in menu choices, encouraging their understanding of the importance of fresh foods and even growing organic produce that is used in the kitchen. Donaldson’s chef Peter Anderson said: ‘I try to include all food types, flavours and textures to keep the children interested, I believe in treating children as small adults, letting them eat and discover ‘real food’ which is not disguised as something else. My goal is that all the food at Donaldson’s is progressive, exciting and fun for the pupils.’

Typical menus include dishes such as: chicken and ginger stir-fry; sweet potato and coconut soup; butternut, bean and ricotta lasagne; roast pepper and tomato pasta; and tuna kebabs (West Lothian News, 2009).

**Building the Service around the Service User**

Sense is a national charity that supports and campaigns for children and adults who are deaf-blind. They provide expert advice and information as well as specialist services to deaf-blind people, their families, carers and the professionals who work with them. They also support people who have sensory impairments with additional disabilities.

Sense worked with a young woman who, in addition to being deaf-blind, has a complex syndrome with a deteriorating effect on both her mobility and intellect. Her home life was becoming isolated and her ageing parents were struggling to cope.

Sense consulted with her and her parents about what sort of housing would best suit her needs and preferences. The young woman decided on a town location and wanted a one bedroom ground-floor flat with no garden. The young woman, her parents and Sense then explores what level of support she needed and how this would take place, and a funding package was wet with the local authority. The package was awarded to Sense with the full support of the young woman and her family

The young woman then participated in the selection of her team and they supported her in equipping the flat, with parental input as she directed. She has a personal finance plan and is involved in planning her daytime activities. Her evening funding is such that she has a staff team to take her anywhere she chooses.

“I am a direct payments user. Yes, it has been a much better option for me as a gay person, no question. I would have been imprisoned with a care agency. Can’t stress that too strongly. I live at home supported by people I recruit who I am very clear with who I am. They don’t change every week and they are not all straight or gay… life has been a thousand times better on direct payments, even with its challenges.”

“Staff treated me with respect because I was in control of who was employed and what they did to assist me, both in my home and the wider community. I would not employ someone who decided they would take over my life and decide what was best for me. And I certainly would not employ any person who did not feel comfortable around my lifestyle.”

**Equality and Diversity**

**Introduction to Equality and Diversity**

There is a positive and a negative side to being different. Our identity is made up of social categories like gender, race, religion, sexuality, personal ability and many other things. It also includes more subtle factors like personality, character, sense of humour and values. When these differences are recognised and celebrated we are much more likely to feel valued. Being valued has a big positive influence on our quality of life.

Many of the ideas you have already encountered in this learning object are about valuing the unique worth of each individual person. The codes and standards enshrine this principle. Personalisation provides a new impetus to take it forward.

On the negative side, however, those very same factors that make us different from each other can also be used to make us feel isolated and inferior. In care and support an important part of the role is trying to stop this happening to service users and carers, equality and diversity is therefore also about guarding against negative discrimination.

|  |
| --- |
| **Activity**Think of a time in your life where you were made to feel different in a negative way. Perhaps you felt picked on because of the way you looked, spoke or dressed.* How did this feel?
* Were you able to do anything about it?
* If not, why not?
 |

You may have been surprised at the strength of the emotions the activity above might have aroused. These emotions may have included anger, shame, fear and guilt. It is not uncommon to have a very physical reaction to such incidents- rising heart rate, difficulty thinking clearly and physical tension and arousal. This is because such experiences make us feel very threatened, our instincts tell us we are under attack.

At a very primitive level our body tells us we have only two options – fight or flight. In human society, however, these are rarely realistic options.

Sometimes it is possible to handle such situations firmly and assertively but sometimes we feel we have no choice but to put up with it, perhaps hoping it will go away. Sometimes it does but sometimes it does not. We can begin to feel a mounting sense of anxiety as we approach situations where we expect the negative comments to start up again

The anxiety can begin to creep into other aspects of our lives and affect our confidence and self-esteem. This can be compounded by a sense of our own guilt and shame – perhaps we think ‘If I were really a strong and competent person this would not happen to me.’ The reality is that discrimination happens to everyone at some stage of their life. Relatively minor examples of discrimination happen routinely to most people – assumptions are made about us based on our accent, our looks and what we wear. Some people experience high levels of discrimination much more frequently – due to their race, gender, disability or some other marker of difference.

It is not uncommon for people to feel very isolated when they are victimised in this way. A sense of shame and guilt can make it more difficult for them to ask for help.

**Discrimination**

The definition of discrimination is to treat someone in a less favourable way because of the social category to which they belong. An example of discrimination would be to refuse to serve someone simply because of their gender, race, sexuality or religion. Discrimination is illegal under The Race Relations Act (1976 and 2000 Amendment), the Disability Discrimination Act (1995) etc. Discrimination has many facets. The following definitions will give you a starter on some of these:

* **Prejudice:** The literal meaning of ‘prejudice’ is to ‘pre judge’. Prejudice is so irrational that people continue to hold prejudices even in the face of evidence. It is not uncommon, for example, for a person with racist prejudices to say to a black acquaintance: ‘You’re all right; it’s the others I don’t like.’ Prejudice is based on ignorance of the group to which they refer.
* **Indirect discrimination:** occurs when a condition or requirement is applied to everyone but has a disproportionately adverse effect on one particular group. If an employer decided that all employees must be six feet tall this would disadvantage women. If they were to ban employees from wearing any headwear as this would indirectly discriminate against Sikh men. Indirect discrimination is also illegal.
* **Institutional racism:** this form of discrimination is the result of collective views, habits and practices built up over many years. You may remember Stephen Lawrence. He was an 18-year-old Sixth form student who was stabbed to death in London in 1993. It soon became clear that the murder was motivated by racism. The investigation, however, was marred by a catalogue of mistakes, delays and an apparent lack of care and attention. A public inquiry decided that this was due to institutional racism in the Metropolitan Police force.
* **Positive discrimination:** like all forms of discrimination this is also illegal. There are exceptions, however, where belonging to a particular category is a genuine occupational qualification for a job. For example, it would be acceptable to advertise a job in a women’s refuge as open to female applicants only. Here, being a female is part of what makes you suitable to do a job.
* **Positive action:** involves enabling a group in an initially disadvantaged position to acquire a more equal position. For example, a company may find that it is not receiving any job applications from one particular section of the community. The company could take positive action by advertising their jobs in newspapers and magazines more likely to be read by that part of the community. When the company comes to select an employee, however, they must choose the best person for the job regardless of which part of the community they come from.
* **Anti-Discriminatory practice**: actively working to eliminate discrimination through challenging attitudes towards dementia by helping people to understand that those living with dementia can still play an active part in society. A good way of challenging attitudes and processes can be to focus on what people can do rather than what they cannot do. This helps to promote positive images and can work towards eliminating discrimination.

**Protecting People**

Earlier you studied the SSSC Codes of Practice, including using established processes and procedures to challenge and report dangerous, abusive, discriminatory or exploitative behaviour and practice.

Here you will have the opportunity to explore what this means in more depth for your care and support role. It is important to remember that you are not alone in this task. It is everyone’s responsibility to keep children and vulnerable adults safe. Nevertheless, you may often be in a unique position with respect to a child or vulnerable adult. You may be one of the few who has an opportunity to understand their daily lives in some detail. While investigation of potential abuse is the task of qualified social workers and police officers you, therefore, also occupy a very important role. It is therefore important that you recognise and act on the three dimensions of your role:

**Keeping People Safe - Noticing**

* **Reporting**
* **Responding**

**The Protecting People Triangle**

Your role is keeping people safe starts at the top of the triangle with noticing when someone is showing signs of distress or harm. Later in this object you will be introduced to some of these signs. You then move on to finding ways to sensitively respond to these signals. Again, you will find some tips on how to do that here. Finally, it involves reporting what you have discovered – whether the person is at risk or not – to your supervisor and making a written record.

As the diagram shows, once you have reported you return again to noticing. This constant cycle of noticing, responding and reporting lies at the core of your role in keeping people safe. You will now have the opportunity to look at the Protecting People Triangle as it relates to children.

**Protecting Children**

When you think of protecting children perhaps the first thing you think of is protecting them from physical danger. Physical threats can come from the environment including the dangers represented by traffic, unsecure building sites and various natural hazards like rivers etc. Unfortunately children can also be the victims of physical violence from other children, from strangers and from people they are close to.

You will be alert to all these forms of danger in your care and support role. In this part of the learning object you will look closely at the varieties of harm that can be caused to children by their care givers.

Understandably, you may want to protect yourself against the distressing emotions created by the very thought of child abuse. Nevertheless, these feelings have to be confronted in order for you to be effective in your role. This next activity should help you to do this.

|  |
| --- |
| **Quote**“Feelings about child abuse may be difficult to handle because they are powerful and disturbing.”(Kay, J (2003) Protecting Children: A Practical Guide, London, Continuum, P.2.). |

**Types of Child Abuse**

There are several types of child abuse: physical abuse, neglect, emotional abuse and sexual abuse. The effects of physical abuse can be relatively easy to see but not all harm is so obvious. Ignoring children’s needs, putting them in unsupervised, dangerous situations, or making a child feel worthless or stupid are also child abuse. Regardless of the type of child abuse, the result is serious emotional harm.

**Responding**

Once you have noticed signs of distress or abuse the next stage is to respond to these signs. The earlier child abuse is caught, the better the chance of recovery and appropriate help for the child and their family. Just because you see a warning sign, however, doesn’t automatically mean a child is being abused. If you notice something of concern it’s important to look more deeply to see whether there is a pattern of abusive behaviour.

When talking to an abused child, the best thing you can provide is calm reassurance and unconditional support. Let your actions speak for you if you’re having trouble finding the words. Remember that talking about the abuse may be very difficult for the child. It’s your job to reassure the child and provide whatever help you can.

**Reporting**

If you suspect a child is being abused, it is vital that you follow the child protection procedures in your organisation. You should always consult immediately with your supervisor.

**Protecting Vulnerable Adults**

In this section you will look at your role in protecting vulnerable adults. You will recognise many of the same themes you encountered when thinking through your role in protecting children. Like a child, a vulnerable adult is dependent on others for their care, whether as a result of ageing, illness, physical, mental or learning disability, or a combination of these factors. When caring relationships become abusive the only hope for a vulnerable adult rests with the other adults who are prepared to notice, respond and report.

The ‘Tell Someone’ resource pack lists the following types of harm that can be inflicted on vulnerable adults: physical, sexual, psychological, financial, verbal, institutional, discriminatory and neglect. Harm may be caused by direct acts, or by failure to provide adequate care, it may be systematic and repeated or may consist of a single incident.

|  |
| --- |
| **Resource**Tell someone resource pack from Scottish Care:<http://www.scottishcare.org/workforce-matters/tellsomeone/>  |

There are a number of barriers in place preventing awareness of the abuse of vulnerable adults. Some of these are very similar to those that relate to the abuse of children. We may feel powerful emotions of anger and sadness. We may be fearful of trespassing on ‘other people’s business.’ As a care and support worker, however, you need to be aware of situations which may put vulnerable adults at risk.

The Protecting People Triangle can help you understand your role with vulnerable adults.

**Keeping People Safe - Noticing**

* **Reporting**
* **Responding**

**Noticing**

Many of the signs of abuse against adults are similar to those that apply to children. Patterns of harm may involve ingrained and long standing neglect. Harm might occur through infrequent incidents in response to heightened tensions within relationships. Harm may take the form of opportunistic theft of items left lying around. Sexual abuse, on the other hand, is usually carefully premeditated and prepared for. The perpetrator usually seeks out and grooms vulnerable individuals. This pattern can also apply to some forms of financial harm. You can access a comprehensive list of signs of potential harm to adults in the Tell Someone pack.

The ‘Tell Someone’ pack notes that: ‘A capacity to notice and respond to signs of harm requires a great degree of skill and sensitivity and is capacity which grows over time. If you are concerned and ‘feel’ that things are not as they should be – then act on your feelings. It is better to be proven wrong than to fail to act and be right.’

**Responding**

The following advice is again form the ‘Tell Someone’ pack.

Firstly, it is important simply to ask the person how they are and what has happened to them. Try to listen attentively. Reflect their statements back to them to ensure clarity and to give them confidence to continue. Ask precise questions such as – who, what, where and when? This will help you to obtain the key information and know what action you need to take. Try to avoid leading questions. Some possible open questions are:

* ‘What happened to you today?’
* ‘How did it go today?’
* ‘What do you think about what happened?’
* ‘Who was around?’

Do not press the individual for more details and information than they are willing to give you – however much you think that it will be important to get that information. Stay calm. As you discovered in relation to responding to child abuse it is important not to express any disbelief, shock or anger. Try to show only empathy and support for the person. The person making the disclosure may have summoned up an enormous amount of energy to disclose to you. They need signs and signals from you that you are really listening and prepared to support them.

Try to make the person feel safe and secure. If someone starts talking to you in a busy environment try and persuade them to come with you to a quieter location where they can be private and where you can record what they say confidentially. Take notes of the key points to be sure you remember. Do not try to rely solely on your memory.

Tell the person what you are going to do. An individual might ask you to keep what they have said as a secret. You must never promise an individual that you will keep their secret. You have to assure them that if they tell you something which shows that another person is hurting or harming them then you have a duty to take appropriate action. Explain that you are there to support and help them through any further steps which may occur.

**Reporting**

If you suspect a vulnerable adult is being abused, its critical to get them the help he or she needs. In order to do this properly you should always report immediately to your supervisor. Your organisation will also have its own ways of formally recording and reporting potential abuse of vulnerable adults.

|  |
| --- |
| **Activity**Think of an individual that you work with, and consider how the following questions could relate to that person.1. How might this person be regarded as being ‘vulnerable’?
2. What is your organisation policy on safeguarding individuals and how does this influence the way you support them in your work?
3. What legislation impacts on your role in terms of safeguarding the individual from harm?
4. What rights does this individual have to expect to be safeguarded from harm? Provide an example from our work practice of how you have ensured someone is safeguarded from harm. What did you do to help them feel safe?
5. What did you do to report on any concerns you had in relation to their safety and wellbeing?
6. How did you report this and why did you report it in this way?

When you have completed this activity, discuss this with your assessor or supervisor/mentor/line manager. |

**Protecting Wellbeing**

Wellbeing can be simply defined as ‘a good or satisfactory condition of existence’.

In order for any of us to experience a ‘good or satisfactory condition of existence’ certain common fundamental needs must be met. Article 25 (1) of the United Nations Universal Declaration of Human Rights states that:

‘Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstance beyond his control’.

But we all need different things in order to feel that our lives are good or satisfactory because each of us has different likes and dislikes, interests and hobbies. Some of us enjoy quiet times by ourselves and feel relaxed and invigorated by a solitary walk along the beach. Some of us prefer the energy and bustle of interacting with others in social situations. Part of your task as a care and support worker is to discover what makes for the well-being of each of the individuals you work with. This can only be done through forging respectful and responsive relationships with the people you work with. The app in this series “Communication and Relationships” provides a host of useful resources designed to help you develop relationships that promote well-being.